

## Reading Grading Parameters: Kindergarten through Second Grades

Kindergarten			First Grade			Second Grade		
Grade Categories	Grade Book Entries per Quarter	Total Percentage of Quarterly Average	Grade Categories	Grade Book Entries per Quarter	Total Percentage of Quarterly Average	Grade Categories	Grade Book Entries per Quarter	Total Percentage of Quarterly Average
Phonemic Awareness / Phonics Word Study	4 or more entries <sup>1</sup>	40%	Phonemic Awareness/ Phonics Word Study	4 or more entries	40%	Phonics Word Study	2 or more entries	20%
Vocabulary/ Comprehension	4 or more entries <sup>1</sup>	40%	Vocabulary/ Comprehension	5 or more entries	50%	Vocabulary	1 or more entries	10%
Reading Behaviors	1 or more entries	10%				Comprehension: recreational; informational/ functional	6 or more entries	60%
Teacher Choice	1 or more entries	10%	Teacher Choice	1 or more entries	10%	Teacher Choice	1 or more entries	10%
<b>Total number of assessments</b>	<b>10 or more entries</b>	<b>100%</b>	<b>Total number of assessments</b>	<b>10 or more entries</b>	<b>100%</b>	<b>Total number of assessments</b>	<b>10 or more entries</b>	<b>100%</b>
<b>CRT<sup>2</sup></b>			<b>CRT<sup>2</sup></b>			<b>CRT<sup>2</sup></b>		

- Individual teachers may enter more than the required number of Grade Book entries. However, each category must be weighted as indicated on the above grading parameters. For example, if a teacher administers nine (9) phonics evaluations during a quarter, the nine (9) grades would be averaged together to represent a total grade percentage for the phonics category which is 40% in grades K and 1 and 20% in grade 2. Each grade category includes all components listed in the MCPSS Reading Curriculum.
- **All grades entered in the grade book must come from grade-level material.** For special circumstances (ESL/ELL, SPED) see the resource teacher.
- <sup>1</sup> For 1<sup>st</sup> Quarter **ONLY** Kindergarten, the number of entries shall be reduced from *4 or more* to *2 or more entries*. While phonemic awareness will be the focus throughout the year, there will be a gradual increase in phonics.
- First grade teachers should test phonemic awareness **during first quarter only**.
- Testing skills in isolation is strongly discouraged. Including comprehension questions on most tests is strongly encouraged. This provides a more accurate and complete “picture” of a student’s reading ability.
- Teacher Choice tests should be determined by individual school needs based upon data. These may include but are not limited to: fluency\*, basal/program tests, reading behaviors, book reports, projects
- <sup>2</sup> The CRTs provided by MCPSS Division of Curriculum & Instruction will be averaged with the total grade percentage at the end of each quarter.
- **Homework Assignments** (i.e., worksheets, textbook assignments and/or extra practice – **not** including out of class projects) and **parent signatures cannot be recorded in STI Grade Book under any category.**
- DIBELS assessment components may **not** be used for a grade.

\*If a fluency assessment is given, see MCPSS Elementary Reading Curriculum K-5 for fluency rubric.

## Reading Grading Parameters: Third through Fifth Grades

Third Grade			Fourth Grade			Fifth Grade		
Grade Categories	Grade Book Entries per Quarter	Total Percentage of Quarterly Average	Grade Categories	Grade Book Entries per Quarter	Total Percentage of Quarterly Average	Grade Categories	Grade Book Entries per Quarter	Total Percentage of Quarterly Average
Vocabulary/ Phonics Word Study	2 or more entries	20%	Vocabulary/ Word Study	2 or more entries	20%	Vocabulary/ Word Study	2 or more entries	20%
Comprehension: recreational; informational/ functional	6 or more entries <sup>1</sup>	60%	Comprehension: recreational; informational/ functional	6 or more entries <sup>1</sup>	60%	Comprehension: recreational; informational/ functional	6 or more entries <sup>1</sup>	60%
Teacher Choice	2 or more entries	20%	Teacher Choice	2 or more entries	20%	Teacher Choice	2 or more entries	20%
<b>Total number of assessments</b>	<b>10 or more entries</b>	<b>100%</b>	<b>Total number of assessments</b>	<b>10 or more entries</b>	<b>100%</b>	<b>Total number of assessments</b>	<b>10 or more entries</b>	<b>100%</b>
<b>CRT<sup>2</sup></b>			<b>CRT<sup>2</sup></b>			<b>CRT<sup>2</sup></b>		

- Individual teachers may enter more than the required number of Grade Book entries. However, each category must be weighted as indicated on the above grading parameters. For example, if a teacher administers nine (9) vocabulary evaluations during a quarter, the nine (9) grades would be averaged together to represent a total grade percentage for the vocabulary category which is 20%. Each grade category includes all components listed in the MCPSS Reading Curriculum.
- Testing skills in isolation is strongly discouraged; including comprehension questions on every test is strongly encouraged. This provides a more accurate and complete “picture” of a student’s reading ability.
- **All grades entered in the grade book must come from grade-level material.** For special circumstances (ESL/ELL, SPED) see the resource teacher.
- Teacher Choice tests should be determined by individual school needs based upon data. These may include but are not limited to: fluency\*, basal/program tests, reading behaviors, book reports, projects
- <sup>1</sup>The majority of comprehension tests should be on unseen text.
- <sup>2</sup>The CRTs provided by MCPSS Division of Curriculum & Instruction will be averaged with the total grade percentage at the end of each quarter.
- **Homework Assignments** (i.e., worksheets, textbook assignments and/or extra practice – *not* including out of class projects) and **parent signatures cannot be recorded in STI Grade Book under any category.**
- DIBELS assessment components may **not** be used for a grade.

\*If a fluency assessment is given, see MCPSS Elementary Reading Curriculum K-5 for fluency rubric. Fluency assessments are highly recommended for fourth and fifth graders.